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ABSTRACT

This project was designed to provide technical assistance, transition services, coordination of services, participation in state planning activities, and dissemination of information to assure educational services for Alaska children and youth (birth through 21) with deaf-blindness. The goals, objectives, and activities of the project focused on: (1) ensuring appropriate educational, vocational, and related services for Alaskan children and youth with deaf-blindness through the availability of on-site technical assistance provided by project staff; (2) provision of comprehensive and appropriate assessments through monitoring, advocacy, and direct assistance by project staff; (3) increase in the availability of trained professional, paraprofessional, and ancillary personnel through on-site training sessions and a variety of distance delivery and statewide educational opportunities; (4) provision of consultative, training, and counseling services to families with children with deaf-blindness; and (5) the maintenance of an accurate record of the numbers of children and youth with deaf-blindness in Alaska. This final report specifies the end-of-project status of each objective, provides statistical data on the impact of the project, and includes copies of products developed and a library list of professional materials. (JDD)

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SERVICES FOR CHILDREN WITH DEAF-BLINDNESS

CFDA-84.025A - STATE AND MULTI-STATE PROJECTS

FINAL PERFORMANCE REPORT

PROJECT NUMBER: H025A90034

PROJECT START DATE: 10/1/89
PROJECT END DATE: 9/30/92

PROJECT TITLE: Alaska Services to Deaf-Blind Children and Youth

GEOGRAPHIC AREA SERVED: Alaska

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TECHNICAL ASSISTANCE: 91-92

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ALASKA SERVICES TO DEAF-BLIND CHILDREN AND YOUTH

FINAL PERFORMANCE REPORT

OCTOBER 1, 1989 TO SEPTEMBER 30, 1992

U.S. Department of Education
Services for Deaf-Blind Children
Grant Number: H025A90034
CFDA: 84.025A

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December 18, 1992

Alaska Services to Deaf-Blind Children and Youth

Table of Contents

Executive Summary 1

Goals, Objectives, Activities, and Accomplishments 3

Report of Findings and Impact 17

Products Developed

- Brochure 19
- Newsletter 20
- Library List of Professional Materials 21

Assurance of Dissemination 22

ALASKA SERVICES TO DEAF-BLIND CHILDREN AND YOUTH

EXECUTIVE SUMMARY

Final Performance Report

October 1, 1989 to September 30, 1992

The project, Alaska Services to Deaf-Blind Children and Youth, was designed to provide technical assistance, transition services, coordination of services, participation in state planning activities, and dissemination of information to assure educational services for children and youth with deaf-blindness throughout the state of Alaska, birth through 21 years of age, who are both vision and hearing impaired.

The three year project period reported covers October 1, 1989 to September 30, 1992. Activities proposed by this project were accomplished through a subcontract with the Alaska State Department of Education to the Special Education Service Agency (SESA). SESA is a public agency located in Anchorage, which provides educational services to students with low incidence handicaps throughout the state. This funding provided the State of Alaska with appropriate educational services for all children and youth with deaf-blindness and their families. Throughout the reporting period, the numbers of children with deaf-blindness in the State of Alaska ranged from 16 to 22.

The goals, objectives, and activities of the project focused on:

1. Ensuring appropriate educational, vocational, and related services for Alaskan children and youth with deaf-blindness through the availability of on-site technical assistance provided by project staff.

2. Provision of comprehensive and appropriate assessments through monitoring, advocacy, and direct assistance by project staff.

3. Increase in the availability of trained professional, paraprofessional, and ancillary personnel through on-site training sessions and a variety of distance delivery and statewide educational opportunities.

4. Provision of consultative, training, and counseling services to families with children with deaf-blindness.

5. The maintenance of an accurate record of the numbers of children and youth with deaf-blindness in the State of Alaska.

The project was able to address all of its goals, objectives, and activities during the grant cycle. All of the children and youth with deaf-blindness listed on the Alaska State Census (registry) were impacted by the project, either through direct or indirect technical assistance by project staff.

During this time period, the project placed an emphasis on training and consultation for family members. Family members were impacted by the project through direct individualized training, a retreat, advocacy, a newsletter, and a teleconference.

Likewise, the project worked closely with local, state, federal, and private sources to assure access to technical assistance and training to professionals and families of children and youth with deaf-blindness. The project also provided on-site technical assistance for educational training and transition planning, as needed.

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ALASKA SERVICES TO DEAF-BLIND CHILDREN AND YOUTH

Final Performance Report

Goals, Objectives, and Activities

October 1, 1989 to September 30, 1992

Goal 1

To assure appropriate educational, vocational, and related services for Alaskan children and youth with deaf-blindness.

ACCOMPLISHED as evidenced by the completion of the following activities.

Activities:

1.1 To write Technical Assistance Agreements with all school districts and other agencies serving children with deaf-blindness based on individualized needs.

Third Year Status: By the end of this reporting period, Technical Assistance Agreements (TAAs) were written and signed for all children with deaf-blindness but one, based on their individual needs. One child died shortly after being placed on the census. The number of children on the State Census ranged from 18 to 22 during the year of this project.

Final Status: COMPLETED - During the three years of this project, all children but three experiencing deaf-blindness (as listed on the Alaska Deaf-Blind Census) were covered by a Technical Assistance Agreement. Of the three children who was not covered at some point by a TAA, was a young adult who had transitioned to services by the Adult Deaf-Blind Program, one child, died, and another child's parent declined permission for any type of service.

1.2 To assist Local Education Agencies and other educational vocational service providers in conducting Child Study Team activities for children and youth with deaf-blindness.

Third Year Status: Each child with deaf-blindness is served through an Individual Education Plan (IEP) (students), or Individual Family Service Plan (IFSP) (infants), which is created by the Child Study Team. Project staff are included in the Child Study Team as a team member, participate in planning for and implementation of the IEPs and IFSPs. During this reporting period, 21 children with deaf-blindness, youth and infants in Alaska had current IEPs or IFSPs.

Final Status: COMPLETED

PERFORMANCE REPORT (continued)

1.3 To assist Local Education Agencies and other educational service providers in developing effective prescriptive instruction in integrated settings.

Third Year Status: Project staff assist and encourage LEAs and other service providers to provide prescriptive programming in integrated settings to each child and youth with deaf-blindness. Project staff provided current integration and program information through an interactive satellite teleconference on November 4, 1991 to 60 parents, professionals, and other service providers at four sites throughout the state. The teleconference was titled "Transdisciplinary Team Strategies: Focusing on Communication Skills Development" and featured Dr. June Downing and Kathleen Stremel. Information from 1991 National TASH Conference was disseminated to 60 individuals and from The First Annual National Conference on Deaf-Blindness to 84 individuals, through both the mail and an audio conference. The deaf-blind newsletter stresses effective individualized educational programming and inclusive/integrated educational programs; 400 copies of the newsletter were distributed to parents and professionals, both in and outside the State of Alaska. This goal was further advanced by 3 workshops given by project staff and the project supported presenter Deborah Chen speaking on expressive communication at the April 1992 PATHWÅYS conference.

There are no classrooms in Alaska set up exclusively for children with deaf-blindness, thus in the larger communities, children with deaf-blindness are typically served in programs with multiply handicapped (levels of inclusion varying) and in the smaller communities, children with deaf-blindness are integrated into regular education classes with support from special education staff. Consultation on prescriptive instruction was provided directly by the project staff to 17 service providers working with children with deaf-blindness in this period.

Final Status: COMPLETED

1.4 To provide staff of Local Education Agencies and other educational/vocational service providers with required direct individualized technical assistance and follow-up.

Third Year Status: The project has served 6 LEAs and two Infant Learning Programs involving the service providers of 21 children and youth with deaf-blindness as requested and defined in the Technical Assistance Agreements.

Final Status: COMPLETED - All requests for individualized technical assistance were met in a timely and effective manner.

1.5 To coordinate individualized transition planning for children and youth with deaf-blindness

Third Year Status: Three individualized transition planning meetings were coordinated during this period.

Final Status: COMPLETED - Coordination of transition planning was available for children with deaf-blindness and was provided as appropriate. In addition, a cooperative agreement for transition was developed between the Alaska Helen Keller Affiliation Program and this project.

1.6 To complete and update Individualized Transition Plans for youth who are 16-21 years old and deaf-blind.

PERFORMANCE REPORT (continued)

Third Year Status: Project staff completed 1 Individualized Transition Plan during this reporting period. Three other children had transition plans which were completed with indirect assistance from project staff.

Final Status: NOT COMPLETED - Due to the requirement in the State of Alaska for the inclusion of transition goals on the Individualized Education Plan of each student and the transition program developed by the federal project Alaska Consortium for Transition Services (ACTS), many school districts were able to independently complete transition plans for children with deaf-blindness. Project staff coordinated and completed Individualized Transition Plans with the school districts which need more assistance for students with unique needs.

Goal 2

To assure comprehensive and continuing diagnostic and evaluative services for Alaskan children and youth with deaf-blindness.

ACCOMPLISHED as evidenced by the completion of the following activities.

Activities:

2.1 To assure initial comprehensive assessments of each suspected child and youth with deaf-blindness.

Third Year Status: Basic diagnostic and evaluative services are the responsibility of individual school districts and programs regulated by the Department of Health and Social Services. SESA project staff ensure this service through monitoring, advocacy, and assisting local staff in locating and securing the services of qualified professional evaluators. During this reporting period, three new referrals were made to the project. Data to document a vision and hearing loss was collected within 90 days of the referral and one child qualified to be placed on the census.

Final Status: COMPLETED

2.2 To review assessment data of suspected children and youth with deaf-blindness and to recommend services.

Third Year Status: Assessment data was reviewed on three suspected deaf-blind referrals during this reporting period. This was completed within 90 days of the referral. One qualified to be included in the census.

Final Status: COMPLETED

2.3 To participate in yearly staffings on all children and youth with deaf-blindness to review current evaluation data.

Third Year Status: During this reporting period project staff participated in 13 Child Study Team meeting or Interdisciplinary Team meetings, and 9 Individual Transition Plan meetings regarding identified children with deaf-blindness.

Final Status: COMPLETED

Goal 3

To assure Alaskan children and youth with deaf-blindness the benefit of trained professional, paraprofessional, and ancillary personnel.

ACCOMPLISHED as evidenced by the completion of the following activities.

Activities:

3.1 To conduct individualized needs assessment with teachers, teaching assistants, and ancillary staff.

Third Year Status: A needs assessment was conducted in November in addition to personal contact with parents, teachers, specialists and Special Education Coordinators to determine needs. Behavior management techniques, communication strategies, integrated programming methods, deaf-blind awareness and support were identified as areas of need. As a result, training, support opportunities and information resources were identified by project staff to address these needs. These are detailed in subsequent activities.

Final Status: COMPLETED

3.2 To conduct on-site training sessions in each community in which children and youth with deaf-blindness reside.

Third Year Status: Six out of six sites around the state received direct on-site training. Eighty professionals, paraprofessionals, and ancillary personnel served by the Special Education Service Agency (SESA) deaf-blind project received training at these sites. On-site follow-up included, but was not limited to, the use of video tapes, books, and equipment available through the SESA library system.

Final Status: COMPLETED

3.3. To provide consultation to administrators, teachers, paraprofessionals, related services providers, and ancillary personnel.

Third Year Status: One hundred fifty-four consultative contacts were made during this reporting period.

Project staff worked closely with the TRACES Project to bring Deborah Chen, Ph.D., to the annual PATHWAYS conference where she both presented on the topic of expressive communication in children with deaf-blindness and completed individual consultation with four programs working with children with deaf-blindness.

Final Status: COMPLETED

3.4 To assure access to technical assistance and training available through state, federal, and private sources to those teaching children and youth with deaf-blindness.

Third Year Status: Project staff worked closely with state, federal, and private sources to assure access to training and technical assistance to those teaching children and youth with deaf-blindness. During the course of this project year, coordination and collaboration

occurred with Helen Keller National Center, TAC, and the Affiliate Program along with the Hilton Perkins Program, TRACES, assorted state 622C programs, and the Alaska parents organization (P.A.R.E.N.T.S).

Project staff served as a member of two other statewide grants in a leadership panel capacity. They are the augmentative communication task group, and the assistive technology lead team. This participation assured excellent representation of the needs of children and youth with deaf-blindness and enabled the state to have available for loan specialized assistive technology specifically intended for the needs of individuals with deaf-blindness, such as a telebraille and a tactaid.

Project staff worked closely with the TRACES project to bring Deborah Chen Ph.D., to the annual PATHWAYS conference where she both presented on the topic of expressive communication in children with deaf-blindness and completed individual consultation with four programs working with children with deaf-blindness.

Collaboration with TRACES, Helen Keller TAC, Hilton Perkins Program, and the Washington Parents Group enabled the project to bring all interested parents into the PATHWAYS conference. At the conference they met as a group to discuss their family needs as parents of children with deaf-blindness. Ten parents were able to attend the conference and meet with Margie Griffith of the Washington Parents Group.

As a member of a national consortium(including TRACES, Calif. Deaf-Blind Program and several other state Deaf-Blind Programs), project staff participated in the development of a national interactive satellite teleconference on Transdisciplinary Team Strategies to promote Communication for children with deaf-blindness. Support from the Alaska Department of Education was secured by project staff to provide the moneys necessary to secure four down link sites across the state of Alaska. Sixty professionals, parents and other interested people have benefited in the second session of this teleconference aired live on Nov. 6, 1992.

Project staff attended the Project Directors' meeting in Washington D.C. in December, 1991 and the TASH Conference held in Washington, D.C. in December 1991. As a result of participation in these two meetings, information was shared with service providers working with children and youth with deaf-blindness and parents as appropriate.

Final Status: COMPLETED

Goal 4

To provide consultative, training, and counseling services to families with children and youth with deaf-blindness.

ACCOMPLISHED as evidenced by the completion of the following activities.

Activities:

4.1 To provide consultative and counseling services to families with children and youth with deaf-blindness.

Third Year Status: Seventy-six consultative contacts were made with families and individuals with deaf-blindness during this reporting period. In addition seven families received assistance in order to attend PATHWAYS parent conference, where family support activities were available.

Final Status: COMPLETED

4.2 To provide individualized training to families with children with deaf-blindness.

Third Year Status: Training was provided to 12 families during this reporting period. Seven families (14 family members) were sent to PATHWAYS parent conference were training on both general topics and on topics specific to children with deaf-blindness was available.

Final Status: COMPLETED

4.3 To refer families to mental health agencies for in-depth counseling as needed.

Third Year Status: No families were referred for in-depth counseling during this reporting period. One family was referred to an advocacy services program.

Final Status: COMPLETED

4.4 To provide funding for parents with children with deaf-blindness to attend statewide educational activities for families.

Third Year Status: During this project period seven families (14 family members) were sent to PATHWAYS parent conference. This was accomplished through the support of a Hilton Perkins grant.

Final Status: COMPLETED

4.5 To coordinate with federal Technical Assistance projects to provide training, consultation, and counseling to parents.

Third Year Status: Collaboration with TRACES, Helen Keller TAC, Hilton Perkins Program, and the Washington Parents Group enabled the project to bring all interested parents into the PATHWAYS conference. At the conference they met as a group to discuss

their family needs as parents of children with deaf-blindness. Ten parents were able to attend the conference and meet with Margie Griffith of the Washington Parents Group.

As a member of a national consortium (including TRACES, California Deaf-Blind Program and several other state Deaf-Blind Programs), project staff participated in the development of a national interactive satellite teleconference on Transdisciplinary Team Strategies to Promote Communication for Children with Deaf-blindness. Support from the Alaska Department of Education was secured by project staff to provide the moneys necessary to secure four down link sites across the State of Alaska. Six parents benefited in the second session of this teleconference aired live on November 6, 1991.

Final Status: COMPLETED

4.6 To provide consultation and training during the statewide family conference.

Third Year Status: Seven families (14 family members) were sent to PATHWAYS parent conference where training on both general topics and on topics specific to children with deaf-blindness was available. At the conference they met as a group to discuss their family needs as parents of children with deaf-blindness. Ten parents (14 family members) were able to attend the conference and meet with Margie Griffith of the Washington Parents Group

Final Status: COMPLETED

Goal 5

To replicate successful, innovative approaches to providing educational or related services to children and youth with deaf-blindness.

ACCOMPLISHED as evidenced by the completion of the following activities.

Activities:

5.1 Provide consultation and inservice training by specialists to professionals and para-professionals

Third Year Status: On-site training by project staff was conducted in Homer, Juneau, Anchorage, Aniak, Palmer, and Hydaburg during this reporting period.

Project staff worked closely with the TRACES Project to bring Deborah Chen, Ph.D., to the annual PATHWAYS Conference where she both presented on the topic of expressive communication in children with deaf-blindness and completed individual consultation with four programs working with children with deaf-blindness.

Project staff provided current integration and program information from the TASH 1991 conference to sixty professionals, information from the National Deaf-Blind Conference to sixty-four individuals via mailouts and an audio conference, at two presentations at the Annual Statewide Special Education Conference in Anchorage, and at the parent's conference PATHWAYS in Anchorage, April 1992.

During this reporting period, the project was instrumental in organizing and sponsoring a two-part interactive satellite teleconference which focused on Transdisciplinary Teaming and Communication Strategies for children with dual sensory impairments. Dr. June Downing and Kathleen Stremel presented Part Two on November 26, 1991 at four different sites across the state, Anchorage, Wasilla, Aniak, and Juneau. Enrollment for this training was as follows:

Parents	6
Service Providers	47
Administrators and University Instructors	7

Final Status: COMPLETED

5.2 Provide follow-up on-site to training by specialists

Third Year Status: On-site training by project staff was conducted in Homer, Juneau, Anchorage, Aniak, Palmer, and Hydaburg during this reporting period. Six out of six sites around the state received direct on-site training. Eighty professionals, paraprofessionals, and ancillary personnel served by the Special Education Service Agency (SESA) deaf-blind project received training at these sites. On-site follow-up included, but was not limited to, the use of video tapes, books, and equipment available through the SESA library system.

As a final step in the Deborah Chen activity, follow-up to the individual consultation provided by her by an audio conference will be held with each site in November 1992.

PERFORMANCE REPORT (continued)

Final Status: COMPLETED

5.3 To offer for publication and presentation those best practices and procedures identified.

Third Year Status: During this reporting period, project staff produced two issues of the Alaskan deaf-blind newsletter called "Keeping In Touch." Project staff also disseminated articles regarding deaf-blind issues in the SESA newsletter as appropriate. No official publications have occurred during this reporting period.

Final Status: COMPLETED

5.4 To disseminate information regarding children and youth with deaf-blindness monthly through the mail, SpecialNet, parent/teacher newsletters or personal contact.

Third Year Status: Information regarding dual sensory impairments was disseminated in 370 contacts to parents, professionals, and para-professionals through specific mailings, handouts, and materials. Project staff act as a central clearing house for appropriate information and materials. Information on the PATHWAYS Conference was disseminated on the Deaf-Blind Bulletin board via Special Net.

Final Status: COMPLETED

Goal 6

To maintain data on Alaskan children and youth with deaf-blindness.

ACCOMPLISHED as evidenced by the completion of the following activities.

Activities:

6.1 To coordinate location activities with state and Local Education Agencies' child find projects.

Third Year Status: During this reporting period, child find activities occurred with the Division of Vocational Rehabilitation, Blind/Visually Impaired Infant Learning Program, Hearing Impaired Infant Learning Program, SESA staff, Special Education Directors' Meeting, Our Lady of Compassion Nursing Home, Providence Hospital Rehabilitation Program, Helen Keller Regional Program, Alaska Native Services, Hope Cottages, Inc., the Alaska Center for Deaf and Blind Adults, the Alaska State Program for the Deaf, the Infant learning Program and the 55 school districts in the State of Alaska. Child find activities included presentations at meetings and workshops, letters of inquiry, and personal or phone contacts.

Final Status: COMPLETED

6.2 To provide school districts and other potential service providers with information relevant to locating children and youth with deaf-blindness.

Third Year Status: During this reporting period, all school districts and the State of Alaska Infant Learning Program, which oversees 19 Infant Learning Programs throughout the state, were provided with referral packets for identification of potential children and youth with deaf-blindness. This information was also available at two conferences in the state.

Final Status: COMPLETED

6.3 To screen institutions and state facilities for the mentally and physically handicapped and Infant Learning Programs for children and youth with deaf-blindness.

Third Year Status: Project staff presented at the Infant Learning Program Conference. Last reporting period, Child Find activities occurred with Blind/Visually Impaired Infant Learning Program, Hearing Impaired Infant Learning Program, and Alaska Statewide Coordinators Infant Learning Program office.

Final Status: COMPLETED

6.4 To maintain a registry of children and youth with deaf-blindness identified in Alaska including age, etiology, degree of vision and hearing loss, other handicapping conditions and P.L. 94.142 or P.L. 89-313 reporting.

Third Year Status: Project staff maintains a state/federal census (registry) for all children and youth with deaf-blindness in the state. Current information on each child and youth with deaf-blindness was updated during this reporting period as necessary. There was one child added to the census and 3 children with deaf-blindness discontinued. At the end of

this reporting period, the Alaskan deaf-blind census included 17 children and youth with deaf-blindness.

Final Status: COMPLETED

6.5 To coordinate annual project evaluations

Third Year Status: During this reporting period, a final report and a Financial Status Report (SF-269) were submitted for the period of October 1, 1989 through September 30, 1992, with the established federal deadlines. Child Count statistics were also submitted in compliance with the established federal deadlines.

Final Status: COMPLETED

6.6. To submit required reports to the project officer.

Third Year Status: Reports are submitted to the project officer in compliance with the established federal deadlines.

Final Status: COMPLETED

Goal 7

To provide services to children and youth with deaf-blindness in Alaska which are coordinated with services provided by Local Education Agencies and other state, regional, and federal agencies.

ACCOMPLISHED as evidenced by the completion of the following activities.

Activities:

7.1 To participate in Interagency Coordinating Council activities

Third Year Status: Members of the SESA Board of Directors participated in the statewide Interagency Coordinating Council (ICC). Participation in the ICC occurs by invitation only.

Final Status: COMPLETED

7.2 To participate in planning and implementation of the state Comprehensive System for Personnel Development

Third Year Status: Presently one SESA staff member participates on the Comprehensive System for Personnel Development by invitation and the project director serves the committee as part of her DOE responsibilities.

Final Status: COMPLETED

7.3 To provide information on applicable local, state, and federal service providers to all families, professionals, and other personnel serving children and youth with deaf-blindness.

Third Year Status: Information about various services available to individuals with deaf-blindness by local, state, and federal service providers was provided during 102 different occasions to families, professionals, and other personnel serving children and youth with deaf-blindness during this reporting period.

Final Status: COMPLETED by providing the information not only as a resource, but by proactively disseminating the information to individuals who may have need of it.

7.4 To coordinate with all public and private service providers to assure the provision of services to children and youth with deaf-blindness.

Third Year Status: Coordination occurred with all public and private service providers, as needed, to assure the provision of services to children and youth with deaf-blindness. Coordination occurred with the following agencies and service providers: South East Regional Resource Center (SERRC), TRACES, Providence Hospital, Alaska Department of Education, Special Education Service Agency, Infant Learning Programs, Helen Keller National Center, Helen Keller TAC, Helen Keller Affiliate program, Division of Vocational Rehabilitation, Communicative Disorders, Hilton Perkins Program, PARENTS and other service providers as needed.

Final Status: COMPLETED

7.5 To advocate for the needs of children and youth with deaf-blindness with applicable local, state, and federal service providers.

Third Year Status: Advocacy for the needs of children and youth with deaf-blindness was an ongoing process of the project as necessary. Advocacy included, but was not limited to, letters of support for programs which served the ongoing needs of students with deaf-blindness and support to families as necessary.

Final Status: COMPLETED

7.6 To participate in planning activities with adult service agencies for the provision of effective services to youth with deaf-blindness as they become adults.

Third Year Status: Participation in planning activities with adult service agencies has occurred for 2 youth with deaf-blindness across 4 different adult oriented agencies during this reporting period.

Final Status: COMPLETED

ALASKA SERVICES TO DEAF-BLIND CHILDREN AND YOUTH

Report of Findings and Impact

October 1, 1989 to September 30, 1992

The Alaska State Department of Education through the Special Education Service Agency provided a single state service program for all identified infants, children, and youth with deaf-blindness and their families residing in Alaska. This project provided technical assistance to local educational agencies and others responsible for education of children with deaf-blindness throughout the State of Alaska. This assured that children with deaf-blindness received effective special education and related services as well as vocational and transitional services.

The primary services provided by the project were: technical assistance on-site in communities to assure appropriate teaching and vocational training strategies; consultation, training, and counseling to parents; consultation and training to staff; interagency planning for transition; services to ensure diagnosis/evaluation; dissemination of information; replication of successful, innovative approaches, and coordination of services from public, private, local, state, and national resources. In addition, the project maintained a census on infants, children, and youth with deaf-blindness in Alaska. Below is a summary of the services provided by the project in the past project year October 1, 1991 - September 30, 1992.

1. Number of children receiving educational, vocational and related services.

   During this reporting period, 21 students received educational, vocational and related services. In addition, 10 students received ongoing assessment.

2. Number of children by age receiving comprehensive and continuing diagnostic and assessment services:

0-2	3-4	5-11	12-13	14-21	Total
2	2	5	0	1	10

3. Number of professionals, paraprofessionals, and ancillary personnel who received training.

   Three hundred nine (309) contacts of professionals, paraprofessionals, and ancillary personnel served by the Special Education Service Agency (SESA) deaf-blind project received training. In addition, educational staff received 154 individualized consultations regarding best practices in the education of children with deaf-blindness.

4. Number of families who received consultative, training, and counseling services.

   During this period, 154 contacts with family members provided consultation, training, and/or counseling services.

5. During this reporting period, information was disseminated by 893 contacts to professionals, para-professionals and families by the project.

6. During this period, 55 Local Education Agencies (LEAs) and the statewide Infant Learning Program (ILP), which oversees 19 ILP programs, were contacted regarding child find. The State Census (registry) listing all children with deaf-blindness was updated as necessary.

7. During this period, the number of interagency coordinating activities included 133 contacts/meetings.

Services under this program are provided to children deaf-blindness 0 through 21 years of age. This project operates twelve months. Throughout the course of this project, services were provided to all children with deaf-blindness placed on the census and their families. An aggressive, ongoing child find process ensured that all children with deaf-blindness were located and placed on the census.

In the course of this three year grant, the project developed a newsletter, brochures on both the project and on deaf-blindness. The resource library initiated during previous grant projects was expanded and tied into a formal library system, which makes it more accessible and ensures its utilization by families and service providers beyond the life of this grant.

PRODUCTS DEVELOPED

BROCHURE

FUNDING

Alaska Services for Children with Dual Sensory Impairments is a part of the Special Education Service Agency. The "Dual Sensory Impaired" program is supported by I.D.E.A., Section 622C, Part 306.11 grant from the U.S. Department of Education.

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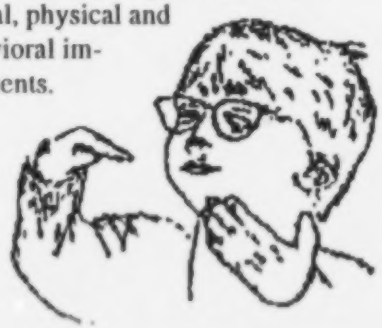
Dual Sensory Impairments

The term "dual sensory impairment" refers to individuals who experience both vision and hearing impairments. These impairments can range in intensity from moderate limitations to total blindness and profound deafness.

Individuals with dual sensory impairments may also experience health, mental, physical and behavioral impairments.



Causes

The causes of dual sensory impairments are varied and may include:

- Prematurity
- Prenatal insult to the unborn child
- Viral infections
- Accidents
- Brain diseases (meningitis and encephalitis)
- Genetic abnormalities
- Usher's Syndrome

Program Services

Alaska Services for Children with Dual Sensory Impairments assists families and programs which serve children with dual sensory impairments from birth through age 21. There are no fees for these services.

General Services

- Newsletter
- Resources and referrals
- Statewide inservices

Services to Families

- Family support through retreats and conferences
- Home consultation and training

Technical Assistance to Service Providers

- Inservice training
- Staff workshops
- Site consultation
- Program consultation

Federal Census

- Child find
- Data collection

Through discussions with school district personnel and other service providers written plans for technical assistance are developed which address the unique needs of each community. The technical assistance needed at each site may range from simple access to our resource library to detailed plans involving on-site visits for observation and consultation.

Who Can Use These Services?

- Personnel from schools who provide services to children with dual sensory impairments as well as personnel from state and community agencies.
- Parents and family members of children with dual sensory impairments.

Alaska Services for Children with Dual Sensory Impairments

Our program staff includes:

Executive Director: ..... Christopher Robinson

Program Coordinator: ..... Brenda K. Jager

Education Specialist: ..... Marilyn Stack

'The best and the most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.'

—Helen Keller

NEWSLETTER

Keeping in Touch

An Alaskan newsletter for families, friends, and educators involved with infants, children and youth who have dual-sensory impairments

Fall 1992

Program Services

Alaska Services for Children with Dual Sensory Impairments assists families and programs which serve children with dual sensory impairments from birth through age 21 who reside in the State of Alaska. There are no fees for such services which include:

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Brenda K. Jager and Marilyn A. Stack .....Editors
Kitty Yawit and Jan Fithian .....Production Specialists

The Alaska Services for Children with Dual Sensory Impairments is a part of the Special Education Service Agency.

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The National Deaf-Blind Conference

By Marilyn Stack

Approximately 650 people (about 50 individuals with deaf-blindness) participated in the National Conference on Deaf-Blindness entitled *"Deaf-Blind Services in the 1990's Revitalization and Future Directions."* The conference was held in Washington DC, March 21-25, 1992 and was the first of its kind sponsored by the Perkins School for the Blind and the Conrad N. Hilton Foundation. The goal of the conference was to bring people together to share information about deaf-blindness and collaborate on issues of importance. Other countries, such as, England, Canada and Australia, were represented as well.

Keynote speaker Michael Collins described the history of services to deaf-blind individuals in the United States beginning with the inception of the federal funding after the Rubella epidemic in the late 60's. At that time 50% of these monies went toward the costs for direct teaching. The other monies covered the costs to operate regional centers, Title VI-C programs (now Section 622 IDEA) and university preparation programs. Typically the children were served in residential programs, schools for the blind and segregated classes within the public school. It was not unusual for children with mental impairments to be excluded from these programs. Likewise services to adults with deaf-blindness had little or no services during this time period.

Michael's vision for the future involves the following areas:

Identity and Affiliations: Reestablish a national network again, rebuild a national identity, strengthen international affiliations, increased communication and exchange among states and last but not least the inception of a National Coalition of Deaf-Blind group whose job it would be to advocate, and lobby federally for the needs of this group. Begin to use consistent terminology, for example, "deaf-blind."

Clearinghouse and Research: Establish a national clearinghouse which could be involved with newsletters, literature review, advocacy issues. Conduct honest objective research which focus on services for individuals with deaf-blindness.

Continued on next page

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Personnel Preparation: Increase the number of personnel preparation programs in the areas of education and rehabilitation, and develop high quality training materials and modules using videotape perhaps.

Michael feels the philosophy must not endorse generic services but stay individualized, using the good ideas developed in the past. There needs to be a strong system of advocacy established and a need to focus on quality of instruction and quality of life and not on the place where services occur.

In summary it was a very inspirational, well organized conference which allowed participants to share and focus on many of the issues facing individuals who experience a vision and hearing impairment.

National Hearing Aid Bank

Hear Now, a non-profit organization, has set up a national hearing aid bank. It accepts donations of used hearing aids. These aids are then reconditioned and repaired, if necessary, and given to needy individuals. Used hearing aids can be sent to Hear Now, 4001 S. Magnolia Way, Denver, CO 80237. They should be mailed in a small box or padded envelope, with the sender's name and address inside. Receipts will be sent to donors for tax purposes.

What's New From the Deaf-Blind Affiliation Program

Progress Report on Alaska's Adult Deaf-Blind Program

By Dorothy Walt

The Alaska's Deaf-Blind Affiliation Program officially started on September 14, 1991. In the past year an advisory council was established and a statewide register has been established and is on-going. Several contacts have been made with consumers who are deaf-blind. Several consumers are currently directly involved with the program, using information, services and resources.

The coordinator of the program has been involved in several transition meetings for students. She has also provided training and information sessions for DVR staff, agency staff and other professionals. Networking is a very important function of the program. Many contacts have been made statewide with different agencies. The focus of networking is to establish exposure of the program to the general public and agencies about deaf-blindness and the Affiliation program.

Some goals for the next fiscal year are:

- √ possible development of a support group
- √ training workshop for consumers, service providers and families
- √ seminar at the University of Alaska
- √ training for medical personnel
- √ continued transition involvement
- √ development of a resource manual
- √ on-going information and referral
- √ possible development of a state wide task force to establish a workable coordinated system to integrate the various programs and agencies for improved service delivery

Usher Syndrome

According to the National Coalition on Deaf-Blindness position paper, recent studies indicate that 38% of adults over age 65 experience vision loss. If this is applied to a population of 47% adults with significant hearing loss, then it can be estimated that a significant number of senior citizens cope with a combination of sensory disabilities at an extent to affect activities of daily living.

Did you know the leading cause of deaf-blindness is Usher Syndrome? Usher Syndrome is a hereditary disease that affects both the hearing and vision. There are two major types of Usher Syndrome. Type one is when a person is born profoundly deaf and develops retinitis pigmentosa (a vision impairment) in later years. Type two is when a person is born hearing impaired (mild to severe) and later develops retinitis pigmentosa. The main difference between the two types is the degree of hearing loss. Most people with type two Usher Syndrome are able to speak well enough to be understood and many have usable hearing to function as a hard of hearing person.

Printed in Newsletter of Center for Deaf Adults, September 1992.

TADOMA

By Robert J. Smithdas, LHD, Litt.D., LHD

Recently, while reading an article discussing various methods of communication used by people who are deaf-blind, this editor came across the statement that Tadoma, a method of lip-reading through vibration, is "obsolete." Nothing could be further from the truth; Tadoma is simply not

being taught to deaf-blind children in the schools that provide special education programs for them.

Tadoma was conceived and developed in the early 1930's, and the method was named for the first two deaf-blind students at Perkins School for the Blind in Massachusetts who learned to use it - a boy name Tad and a girl named Oma. Oma died while still quite young, but Tad (Winthrop Clark Chapman) is still alive and living in northern California. For over twenty years the method was taught to deaf-blind children at Perkins by three dedicated teachers, then it fell into disuse.

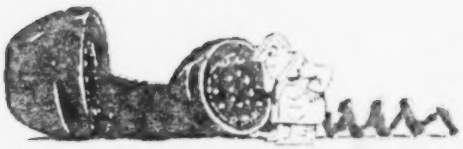
Tadoma is a difficult method of communication to teach, and equally difficult to learn. The deaf-blind person's thumb rests lightly on the lips of the speaker, and the fingers rest against the side of the face and the throat. This enables the lip-reader to feel the vibrations of the vocal chords, the movement of breath, and the shapes of the speaker's lips when pronouncing words. Every sound in speech - consonants, vowels, and diphthongs - has its own characteristic combination of these elements, and the child learns to recognize individual sounds, and finally words, through repetition and constant practice.

I was sixteen years old when I entered Perkins' department for deaf-blind children and began learning how to use Tadoma. The process was slow and tedious and required infinite patience on the part of the teacher and student alike. We were forbidden to use any other means of communication in order to develop sensitivity and skill in understanding what was said. In addition to reading lips, we also had to learn the mechanics of sounds in order to develop our own speech, and this required long sessions of practice with our teachers.

Tadoma has intrinsic benefits. It helps the child to realize that the majority of human beings use their voices to communicate; it aids in developing vocabulary and correct use of grammar; it stimulates an awareness of facial expressions and the emotions that go with them; and it assist in developing the student's own ability to speak. It is the only method that comes close to providing a direct oral communication for deaf-blind people.

Tadoma is so unique that when it is used in public it attracts immediate attention to the persons using it. People wonder why the reader has his hand on the face of the speaker, and when it is explained that the reader is deaf- blind, observers find it mystifying that communication can actually be accomplished through such a method. The method seems almost magical to strangers.

Because Tadoma is no longer being taught, there are probably only six individuals who can use the method to advantage. Five are in the United States, and one is in South Africa.



Americans With Disabilities Act (ADA) Legal Help Available Via Telephone

American Foundation for the Blind and Gallaudet University have received a grant from the U.S. Department of Justice to provide legal and other information concerning the Americans with Disabilities Act. Specifically, health care providers, places of public accommodation such as hotels, and consumers can call for advice concerning their right or obligations under the ADA. For blindness related issues, call (202) 223-0101, and for deafness related issues, call (202) 653-5343.

Recommendations

The family and school staff of a child with dual sensory impairments in Aniak, Alaska have highly recommended the book DISABLED VILLAGE CHILDREN. The book is like a dictionary or encyclopedia and is useful to people of all ages in any size community. There are major sections on identifying disabilities, promoting healthy child development, building tools and assistive devices and community issues such as integration, building playground, right and developing community involvement..

The Dual Sensory Impaired program will soon be adding a copy of the book to our resource library. To order your own copy:

Hesperian Foundation
P.O. Box 1692
Palo Alto, CA 94302
Telephone: (415) 325-9017
Cost: $15.00

FANTASTIC
Video Series

Produced by the Gallaudet University Department of Television, Film, and Photography, the Fantastic videotapes present a blend of entertainment and information for both hearing and deaf children, ages 6-10. Designed to encourage children to use their imagination and creativity, each program in the Fantastic series features a host using sign language, signed stories, and mime all complemented by voice-over narration.

A: Exciting People, Places, And Things

In this program, Rita Corey welcomes young viewers for a trip to a crayon factory, a jump rope tournament, and mime by actor Bernard Bragg. (27 1/2 minutes)

B: The Wonderful World Of Sports And Travel

In this program, young viewers ride on a train, watch deaf athletes compete, and see actor Bernard Bragg perform the story "The Lion and the Mouse." (27 3/4 minutes)

C: Dogs At Work And Play

See how dogs are trained, including Fantastic's own hearing-ear dog, police dogs, plus puppies and dogs in space. (27 3/4 minutes)

D: Imagination, Actors, And "Deaf Way"

Deaf Clowns, mimes and actors display the wonders of imagination, along with performances at the international cultural celebration "Deaf Way." (27 3/4 minutes)

E: From Post Offices To Dairy Goats

In this program, Children follow the route of a letter from the mailbox through the post office to its final destination. Also, they visit dairy goats and other animals. (28 1/2 minutes)

F: Colonial Times, Chocolate, And Cars

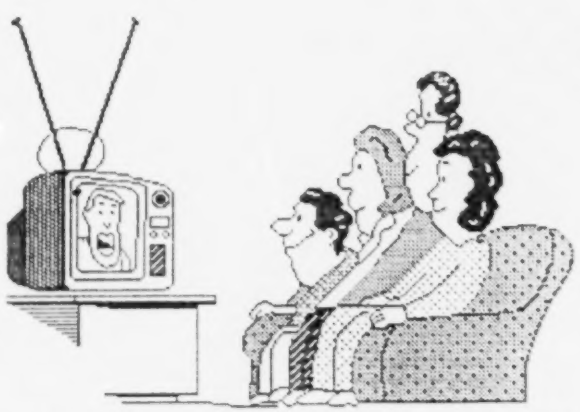
Young viewers visit Colonial Williamsburg in Virginia to see various crafts. Other parts show chocolate being made, and films of old cars. (27 minutes)

G: Roller Coasters, Maps, And Ice Cream

Mike Montagnino leads the way on rides at Kings Dominion, and also to see how maps are drawn, and how ice cream is made. (28 1/2 minutes)

F: Skiing, Factories, And Race Horses

Snow skiing starts this program, which continues in a factory where "who-knows- what" is made. Also young viewers learn about horse care, and also about the making of Oreos. (27 1/2 minutes)



Available from the SESA Lending Library
(907) 562-7372
Compiled by Rebecca Mead

Communication

Developing Textured Communication Symbols for Communication Use

Brent R. Bailey
University of Wisconsin, Madison

Persons with severe disabilities including both a hearing and vision loss often require highly specialized communication systems (Rowland, 1990; Writer, 1985). Various approaches to communication intervention have been implemented (e. g., manual sign language, miniatures, gestures, objects, etc.), and most individuals use a combination of symbol and nonsymbolic formats (Downing & Siegel-Causey, 1988). One relatively new form of symbol referent used successfully with some persons having severe disabilities including a dual sensory impairment is the textured symbol (Murray-Branch, Udvari-Solner & Bailey, 1991). A textured symbol is defined as a paired association between a texture and a concrete object or specific activity. The texture may be any permanent, patterned material (e.g., textile fabric, rough sandpaper, rubber matting) which is actually discriminable (Revesz, 1950). Texture symbols need to be both dissimilar to other textures and instantly recognizable, regardless of orientation, through the sense of touch.

The sense of touch includes both the perception of being touched and the perception caused by touching (Pick, 1980). The first is considered passive sensory input, while the second involves actively manipulating or feeling something to search out meaningful information. Most touching for purposes of communication is considered active or haptic (e. g., manual sign language, braille, object identification). Passive stimulation of the skin is referred to as tactual perception. Textures convey meaningful sensory information through the sense of touch with very little need to actively feel or explore (i.e., mere contact is usually sufficient for material identification or discrimination from other textures). It is the property of being instantly recognizable that makes textures useful as symbol referents.

Persons with both a vision and hearing loss experience texture attributes in a manner that can be called salient. Saliency is defined as that combination of features that produce a prominent or most noticeable quality when reviewed. The nature of the texture is such that its identifying characteristics stand out, allowing instant recognition when contact is made with the skin (e. g., roughness). This quality of tactual saliency is one of the earnest forms of sensory sensation perceived (Abravanel, 1968). A sensation perceived on a consistent basis and paired to a particular object or activity can create a meaningful association (i. e., texture/referent relationship). The benefit of texture/referent symbols for persons relying on the sense of touch is they can be recognized without significant cognitive processing.

While tangible symbols and objects require spatial orientation or reference via object attributes, textures can be displayed as two-dimensional surfaces, uniform across a presentation area regardless of size (e. g., 2" X 2" vs. 12" X 12"). Textures reduce overall demands on memory because their tactual saliency make them recognizable with little or no demand for active investigation through the sense of touch. The relationship between the texture and referent occurs through the act of repeated pairing of the texture (identified via the sense of touch) to real objects or activities. The process is similar to using words as abstract labels relative to the auditor sense. No previous relationship need exists for a particular texture to be associated with a particular object or activity.

Another feature that makes textures so valuable as symbols is their portability. Once a relationship has been established, the size of the texture presentation can usually be reduced (e. g., 1." X 1.5") without losing the salient features or distorting the paired relationship. This allows a textured system to be used more easily across various domain environment.

To date, a number of successful texture symbol systems have been developed for individuals with both a vision and hearing loss. These individuals have had limited or no previous expressive means of indicating preferences or needs. Successful cases include acquired vocabularies with a range from one texture (to signal more of the preferred item) to twenty textures combined with sample raise-lined symbols (e. g., combination of squares, dots, circles) to increase the overall tactual vocabulary to approximately fifty symbols. The actual way a textured system develops and the number of vocabulary labels acquire vary, depending on the individual. The following guidelines should be considered when implementing a textured symbol system:

1. The first texture/referent should be considered the most important. Select a highly reinforcing and very specific referent (e. g., a specific food item such as vanilla yogurt). Introduce the texture requesting sequence at predictable times during consistent activity sequences (e. g., as a treat at snack time or at break while at work). Restrict access to the item at other times of the day.
2. Use a large display of the texture in the beginning (6" X 12"). Once the texture/referent association has been established, slowly and imperceptibly reduce the size of the texture (e.g., down to 2" X 2"). Individual needs and abilities dictate the final size.

3. Use a prompt free approach (Mirenda & Santogrossi, 1985) whenever possible. If systematic instruction (prompting, shaping, fading) is necessary then manipulate materials first. Using direct physical contact to help the person locate a texture may provide conflicting and possibly distracting tactual input.
4. Establish a set routine of times the texture system will be used. Pick choice-making situations that occur as part of a typical day (e.g., snack after swimming at the YMCA). Avoid mass trial practices in isolation of some meaningful context.
5. Once texture/referent associations have been established, the size reduced, and the choice-making times determined (at least three times a day), a decision to add new texture/referents or introduce foils must be made. A foil is usually a flat square the same size as the other textures but smooth (i. e., void of tactual input). A foil has no paired referent and is used to help the student learn that each texture is unique. Some individuals use all the textures in the same manner, as part of a turn taking sequence to generically request more. This is similar to using the sign for "more" as a signal to request more of whatever has been offered. Checking a student's choice-making data helps show if no hierarchy of preference is occurring when several textures are presented together (e. g., student doesn't consistently choose the grape texture over the milk texture even though grapes are preferred over milk). Foils help develop awareness that each texture stands for something different because students learn to tactually discriminate that foils have no referent. If a student selects and presents a foil, gently guide the student's hand back to the table surface. Foils should not be accepted since no referent will be given In return.
6. Foils are not recommended if a student's vocabulary is small, or if teaching a meaningless texture Is likely to cause confusion. Some students can learn to discriminate textures by simply having vocabulary added one texture at a time. Decision about toll must always be based on individual needs.
7. Remember not to use textures to represent abstract concepts such as "yes," "more," and "good," or generic labels such as "soft drink," "food and cookie." A texture label represents a very concrete relationship to a particular and specific item (e. g., chocolate chip cookie or Cherry 7-Up).
8. Once the first textures have been Introduced and reduced in size, the development of a presentation surface to hold the various textures should be explored (e .g., an ordering wallet or plexiglass board). Backup textures also should be constructed to have on hand as replacements for symbols that become lost or damaged.
9. When selecting items to develop a vocabulary, pick objects that can be found across a number of community environment. For example, french fries can be purchased at a fast food restaurant, in the frozen section in the grocery store, or made in the microwave at home and in school during snack times.
10. Remember to remove texture symbols at times when the referents are not available. Choice must always be honored and texture symbols should only be available for selection when the referents can be provide.
11. Use mass trial and distributed trial practice sessions but always keep choice-making related to context. For example, a student might complete a snack preparation activity as part of the daily schedule. A new texture symbol being associate with apple might have the student feel the texture, go to the refrigerator where apples are kept, remove an apple, and slice it into eight piece. After eating one slice at the end up cutting up the apple, the texture would again be made available for the student to use to request more apple slices. Thus, learning the texture/referent pairing becomes part of a real activity and not an isolated experience. The texture also might be used alone or with other textures as a list for item selection at the grocery store. The student enters the store, feels the textured symbol for apple, is give a unique grocery shopping bag used only in that setting and then proceeds to purchase apples. Keep the learning of texture/symbols and choice-making embedded within actual activity sequences. Instruction of symbol systems is often more meaningful during actual activities because additional contextual clues are present.
12. Always introduce a new texture alone. Once its referent relationship has been established it can then be offered with other known textures during appropriate choice-making situations. Make changes slowly and one at a time. Don't reduce the size of textures at the same time a new texture is introduced. If a texture/referent is not working then take the texture out of circulation and recycle it after the original association is forgotten. There are no set texture/referent pairings (e. g., rough sandpaper must always represent french fries). Remember, every student's needs are unique and each system will look different. Development of any texture symbol format will require team work to problem-solve and creativity to individualize.

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Reprinted from Traces, Winter 1992

Communication is the essence of human life.

Article II, Section 1, USSAAC Bylaws

FOR SHARING

The following materials have been shared by the dual sensory impaired program with many of the people with whom we work. If you have an interest in receiving a copy of the materials, or in some cases, receiving the materials on a loan basis, please check the appropriate item and return your request to us.

NAME: _____

ADDRESS: _____

_____

ARTICLES

❒ American Sign Language: 'It's not mouth stuff—it's brain stuff.' Smithsonian, July 1992, 30-41. Research on how deaf people communicate gives them a stronger hand in our culture, and casts new light on the origin of language.

❒ Applications of Technology in the Communication Training of Children with Deaf-Blindness and Profiles of Expressive Communication and Social Interaction, Harvey H. Mar, Ph.D. and Nancy Sall, M.S. Developmental Disabilities Center, St. Luke's/Roosevelt Hospital Center. The general purpose of this validated-practices project is to identify and evaluate applications of technology that can facilitate the acquisition of communication skills in children with dual sensory impairment.

❒ Cochlear Implants Offer Sound to those with Usher Syndrome, Andrienne Wright. (Reprinted with permission of RP Foundation Fighting Blindness News, Summer 1991).

❒ Deaf-Blind, Selected References Compiled by Regina Genwright. American Foundation for the Blind.

❒ Developing Quality Services-Perspectives on Excellence, Tony Best, University o Birmingham, England; Hilton/Perkins Program.

❒ The Health and Educational Status of Adolescents with Congenital Rubella Syndrome, Desmond, Wilson, Voderman, Murphy, Thurber, Fisher, & Kroulik. Developmental Medicine & Child Neurology.

❒ Innovative Strategies for Moving Students with Deaf-Blindness into Integrated Settings: A Team Approach, RUNNING HEAD: Innovations Project, Haring, Huven, Romer, & Nemeth, University of Washington. Oregon Conference 1991.

❒ Introducing DVS Home Video! Movies for Visually Impaired People.

❒ Population Trends and Life Span Issues for Individuals with Deaf-Blindness, Bernadette Kappan.

❒ Reflections and Future Directions, A Paper Pre-

sented at Deaf-Blindness Services in the 90's, A National Conference on Deaf-Blindness, by Michael T. Collins, Director, Hilton/Perkins National Program, March 21-25, 1992, Washington, D.C.

- Support Document: Kentucky Programs for Students with Severe Disabilities Including Deaf-Blindness (All Levels), April 1989, the Deaf-Blind Intervention Program, University of Kentucky.

- TACTAID 7 It's a whole new ball game! The Effect of Tactile Aids on Communication Skills of Children with Dual Sensory Impairments, Barbara Franklin, Ph.D., Project Director, San Francisco State University.

BOOKLET

- Communication Observation Schedule, Tedder & Sikka, Mississippi State University Rehabilitation Research and Training Center on Blindness and Low Vision.

PAMPHLET

- Social Security and SSI Benefits For Children With Disabilities.

CONFERENCES

- "The Challenge to Independence: Vision and Hearing Loss Among Older Adults" - Second National Conference. November 5-7, 1992, Dallas, Texas.

- "Making Connections" 1992 TASH Conference, November 19-21, 1992, San Francisco Marriott Hotel, San Francisco, California.

- CSUN's (California State University, Northridge) Eighth Annual International Conference, "Technology and Persons with Disabilities." March 17-20, 1993, Los Angeles Airport Marriott Hotel, Los Angeles, California.

- Deaf Studies III: Bridging Cultures in the 21st Century, April 22-25, 1993, Chicago, Illinois.

- The Fourth Canadian Conference on Deaf-Blindness, June 2-5, 1993, Fredericton, New Brunswick, Canada.

Alaska Services for Children
With Dual Sensory Impairments
SESA
2217 E. Tudor Road, Suite 1
Anchorage, Alaska 99507

LIBRARY LIST OF PROFESSIONAL MATERIALS

..tle Catalog (Partial)

A Coactive sign system for deaf-blind	419/Coacti/17-20	
A Coactive sign system for deaf-blind	419/Coacti/1-8	
A Coactive sign system for deaf-blind	419/Coacti/9-16	
A Coactive sign system for deaf-blind	419/Coacti/11,12	
A Coactive sign system for deaf-blind	419/Coacti/9,10	
A Coactive sign system for deaf-blind	419/Coacti/5,6	
A Coactive sign system for deaf-blind	419/Coacti/1,2	
A Coactive sign system for deaf-blind	419/Coacti/7,8	
A Coactive sign system for deaf-blind	419/Coacti/3,4	
A handbook for parents of deaf-blind c	694.1/511/Esche	Esche, Jeanne
A Manual for parent advisors to accomp	362.41/INSITE/V. 1	
A reader's guide		
A Resource handbook for physical and o	615.5/Resour	
A teacher's guide to writing instructi	155.85/Behavi/V. 5	Wheeler, Alan H
Accepting individual differences, AID	371.911/Accept	
An educative approach to behavior prob	371.904/Evans	Evans, Ian M
Assessment tools for use with the seve	371.26/Assess	

BACK MASSAGER WITH "INFRA-RED" MASSAGER HEAT		
Back massager with "infra-red" massage	SS19/Back	
Basic life skills training guides for	371.9/Schur/Vol. 3	Schur, Sally L
Basic life skills training guides for	371.9/Schur/Vol. 5	Schur, Sally L.
Battery operated swirl art	T29/Batter	
Behavior management and community inte	153.85/Behavi	
Behavior modification	155.85/Behavi/V. 2	Hall, R. Vance
Behavior modification	155.85/Behavi/V. 1	Hall, R. Vance
Behavior modification	155.85/Behavi/V. 3	Hall, R. Vance
Body image and the severely handicappe	362.41/Guldag	Guldager, Virginia
Bringing out the best [videorecording]	371.912/BRING	Cooley, Elizabeth
Casio PT-10	T32/Casio	
Children with cerebral palsy	616.836/Childr	
Children with epilepsy	618.92/Child	
Coactive movement [videorecording] ; T	618.92/Coacti	
Communication	362.41/INSITE/V. 3	
Communication assessment procedures fo	616.855/Skowro	Skowron-Gooch, Annette
Communication development in young chi	305.908/161/Commun	

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COMMUNICATION DEVELOPMENT IN YOUNG CHILDREN WITH DEAF-BLINDNESS

Communication programming for students	616.855/Commun	
Curricula for the deaf-blind	371.911/Curric	
Deaf-blind infants and children	362.41/McInne	McInnes, J. M. (John M.)
Deciding what to teach at home [videor	371.911/Decidi/Pt.	
Deciding what to teach at home [videor	371.911/Decidi/Pt.	
Deep heat adjustable back massager	SS17/Deep	
Deep heat back massager pad	SS18/Deep	
Developing communication skills throug	616.855/Develo	
Developing communication skills throug	616.855/Develo	
Developing sign communication with the	362.41/INSITE	Watkins, Susan
Developing tactile skills of students	616.855/Develo	
Developmental skills manual	362.41/INSITE/V. 4	
Directory of agencies		
Disabled village children		
Educational beginnings with deaf-blind	371.911/Robbins	Robbins, Nan
Employment options for young adults wi	331.591/0973/Emplo	

EMPLOYMENT OPTIONS FOR YOUNG ADULTS WITH DEAF-BLINDNESS

Employment options for young adults wi	331.591/0973/Emplo	
Essential considerations in analyzing	371.393/Marone	Marone, Frank
Expressive communication [videorecordi	616.855/Express	
Feeling good about yourself	370.154/Blum	Blum, Gloria
Functional skills screening inventory	362.41/Functi	
Functional skills screening inventory	362.41/Functi	
Functional skills training for day to	362.1/968/Functio	
Guidelines for determining functional	617.8/Flexer	Flexer, Carol
Guidelines for determining functional	612.84/Campbe	Campbell, Philippa H
Guidelines for obtaining ecologically-	616.855/Wilcox	Wilcox, M. Jeanne
Gusty personal fan	SS21/Gusty	
Handbook for teachers of behavior prob	371.9/Jakos	Jakos, Margritta
Homemade battery powered toys and educ	688.72/Burkha	Burkhart, Linda J
How do we see? [videorecording]	612.84/How	
Individualized curriculum sequence and	317.911/Indivi	
Infants and mothers	649.122/Brazel	Brazelton, T. Berry, 1918-

Title Catalog (Partial)

INSTRUCTION MANUAL FOR THE SKI*HI LANGUAGE DEVELOPMENT SCALE		
Instruction manual for the Ski*Hi lang	401.93/Tonels	Tonelson, Steve
Integrating related services		
Integration can work [slide]	371.904/Barnes	Barnes, Ellen B
Integrative programming		
Leaf switch	SW1/Leaf	
Learning steps	371.911/Learni	
Lee, the rabbit with epilepsy		
Literature review		
Living with deaf-blindness	305.908/161/092/Yo	Yoken, Carol
Look at me	362.41/Smith	Smith, Audrey J
Manual for language development	401.93/Manual	
Mercury switch	SW2/Mercur	
Mini massager	SS20/Mini	
More homemade battery devices for seve	688.72/Burkha	Burkhart, Linda J
Music therapy activities for use with	615.85/154/Wacks	Wacks, Karen S
New CONCEPT videodisc training manual	616.855/New	
New CONCEPT videodisc [videorecording]	616.855/New	

Special Education Service

Title Catalog (Partial)

NEW CONCEPT VIDEODISC [VIDEORECORDING]

New ways to teach new skills	155.85/Behavi/V. 4	Panyan, Marion C
Observing and enhancing communication		
Oculo-auditory syndromes	617.8/Regenb	Regenbogen, Lucian S
One step at a time	362.41/Bolton	Bolton, Sharon
One step at a time	362.41/Bolton	Bolton, Sharon
Parent discussions	362.41/INSITE/V. 2	
Parenting the handicapped child	649.151/Parent	
Performance guide for intervenors work	362.41/Perfor	
PoPo the pocket monkey	T28/PoPo	
Positioning and adaptive equipment		
Proceedings : 1984 Helen Keller semina	362.41/Helen	Helen Keller Seminar (198·
Program review and planning guide for	371.911/Progra	
Programming for augmentative communica		
Providing choices and preferences for		Reid, Dennis
Reach out and teach	649.151/Ferrel	Ferrell, Kay Alicyn
Reach out and teach : parent handbook	649.151/Ferrel	Ferrell, Kay Alicyn

_tle Catalog (Partial)

REACH OUT AND TEACH : PARENT HANDBOOK

Regular lives [videorecording]	362.1/Regula	
Research on communication development		
Seizure disorders in children	618.928/Ferry	Ferry, Peggy C
Sensory integration programming		
Show me how	649.1/511/Brenna	Brennan, Mary
Sign language curricula	419/Sign	
Signing exact English	419/Gustas	Gustason, Gerilee
SKI*HI coactive tactile sign language	419/Coacti	
Strategies and methods for enhancing f	616.855/Wilcox	Wilcox, M. Jeanne
Systematic approach to adult placement	371.911/Venn	Venn, John
Tangible symbol systems	302.222/Rowlan	Rowland, Charity
Tangible symbol systems for individual	302.222/Tangib	
Teaching a child to imitate	155.85/Behavi/V. 7	Striefel, Sebastian
The Callier-Azusa scale	616.855/Callie	
The deaf-blind "rubella" child	371.911/Robbin	Robbins, Nan
The Hots	SS22/Hots	

Title Catalog (Partial)

THE LANGUAGE OF TOYS		
The language of toys	649.15/Schwar	Schwartz, Sue
The Ski*Hi model : programming for hea	362.428/Clark	Clark, Thomas C
Toilet training switch	SW1/Toilet	
Touch cues [videorecording]	616.855/Touch	
Toy turtle	T31/Toy	
Transdisciplinary team strategies [vid	616.855/Transd	
Understanding the deaf/blind child	362.41/Freema	Freeman, Peggy
Use of aversive procedures with person	153.85/Use	
Value-based services for young adults	362.41/Value	
Vicious robo-dragon	T30/Viciou	
Vision in children	618.92/Hyvari	Hyvarinen, Lea
We can do it together [videorecording]	362.41/We	
Working with students who have dual se	371.911/Gothel	Gothelf, Carole R
Young children with disabilities		

ASSURANCE OF DISSEMINATION

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